**Suggested Accessible Instructional Materials Language in the IEP**

State and local education agencies are encouraged to include language relating to astudent's need for accessible, alternate format versions of print instructional materials in the IEP in order to ensure access to general curriculum (34 CFR 300.138(a) and300.347 (a)(3)). Students with disabilities are to be provided access to the general curriculum with modifications, accommodations, supplementary aids, and supports in order to make satisfactory educational progress.

**IEP Team’s Responsibilities**

Determine if the student needs instructional materials in alternate formats

* Review evaluation information and present level of achievement to determine if the student has disability-related difficulty with tasks.
* Determine whether student has been certified as “print disabled” under the Chafee Amendment of 1996.
* If \*Chafee eligible, determine if student needs instructional materials in alternate format.

**\*Amendment to the copyright law – All students who have been certified as “print disabled” by a competent authority as unable to read printed materials because of:**

* **Visual impairment or blindness.**
* **Physical limitations.**
* **An organic dysfunction.**

If IEP Team determines the student needs instructional materials in alternate format, it must

* Determine what alternate format is needed.
* Identify instruction, supports, services and training needed by student and others.
* Take steps to obtain or make needed materials.

It is recommended that the IEP include a query such as the following:

Does the student require accessible, alternate format versions of printed textbooks and printed core materials that are written and published primarily for use in elementary and secondary school instruction and are required by a SEA or LEA for use by students in the classroom? A query of this kind is designed to prompt the IEP team to consider each 'print disabled' student's need for accessible, alternate format versions of print instructional materials.

If a student with a print disability does need a specialized format, the IEP should specify the following:

* The specific format(s) to be provided (Braille, audio, e-text, large print, etc.)
* The services and/or assistive technology the student needs to use the specialized format.
* The individual or individuals responsible for providing the specialized format.
* Whether or not the format is required to be used in the student’s home or in another setting in order for the student to receive a free appropriate public education.

(Student’s name) can be certified by competent authorities as being “print disabled” due to physical limitations that prevent her/him from reading standard printed material. Due to her/his disability she/he has difficulty holding a book, and also has difficulty visually tracking lines of print. Based on these issues, she/she should be provided materials in an accessible format appropriate for her/his individualized needs. Specialized formats are needed to enable students with print disabilities to gain the information they need to complete tasks, master IEP goals, and reach curricular standards.